DOCUMENT RESUME

ED 424 192 SP 038 136

| | |
|---|---|
| AUTHOR | Hren, Benedict J. |
| TITLE | Pathways to Community Sustainability. A Workshop Guide. Environments for Life Conservation Issues Forum Series. |
| INSTITUTION | New Jersey State Dept. of Education, Trenton. Office of Bilingual Education and Equity Issues. |
| SPONS AGENCY | Pew Charitable Trusts, Philadelphia, PA. |
| PUB DATE | 1998-07-00 |
| NOTE | 42p. |
| AVAILABLE FROM | Izaak Walton League of America, 707 Conservation Lane, Gaithersburg, MD 20878-2983. |
| PUB TYPE | Guides - Non-Classroom (055) |
| EDRS PRICE | MF01/PC02 Plus Postage. |
| DESCRIPTORS | Adult Education; *Community Development; Community Education; Community Involvement; Community Planning; *Conservation (Environment); Ecological Factors; Program Development; *Sustainable Development |
| IDENTIFIERS | Social Justice |

ABSTRACT

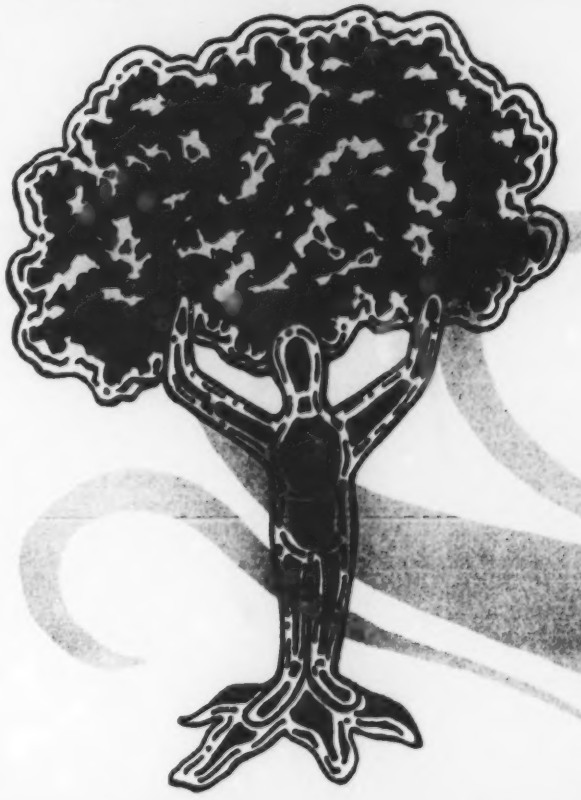
This booklet is one in a series of publications designed to support the efforts of community sustainability advocates. It describes five activities through which community members can work together to apply sustainability principles to community development initiatives. Guidelines are provided for organizing and conducting a 6-hour workshop for 20-60 people. The program can be adapted to a community's specific requirements. Section 1, "Workshop Planning," describes issues related to funding, workshop committees and leaders, participants, facilities, agendas, registration, press releases, and photographs. It offers a suggested agenda, a materials checklist, and a planning checklist. Section 2, "Getting the Workshop Started," focuses on the workshop's welcome and introduction and offers a sample participant sign-in form. Section 3, "Workshop Activities," presents the five workshop activities: postcards from home; community innovations; defining elements for each of the five principles of community sustainability; a closer look at pertinent issues; and next steps for workshop participants. For each activity, there are workshop leader directions. Section 4, "Workshop Follow-Up," presents a participant's workshop evaluation and workshop leader's reporting form. The booklet also includes a glossary, a selected bibliography, and selected World Wide Web sites. (SM)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED 424 192

# Pathways to Community Sustainability

A Workshop Guide



*Environments For Life*
*Conservation Issues Forum Series*

Izaak Walton League of America
Sustainability Education Project
July 1998

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J. Baird

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SP038136

**Pathways to Community Sustainability**

A Workshop Guide

***Environments For Life Conservation Issues Forum Series***

Written by Benedict J. Hren
Edited by Nick Bartolomeo and Zach Hoskins

©1998 Izaak Walton League of America

**Special thanks to:**
Susan Clark, Northern Sustainable Communities Network; Delia Clark, Upper Valley 2001 and Beyond; and Marcia McNally, Community Development by Design.

**This booklet** may be reproduced for educational purposes if the author and supporters of the work are given credit. No portion may be reproduced for profit.

**The Sustainability Education Project** is a conservation initiative working to bring the impacts of human population growth, economic development and natural resource consumption into balance with the limits of nature for the benefit of current and future generations.

**Funding** is provided by The Pew Charitable Trusts and the S.H. Cowell Foundation. The opinions expressed are those of the author.

**For more information** about the Sustainability Education Project or additional copies of this publication, write to the Izaak Walton League of America, 707 Conservation Lane, Gaithersburg, Md. 20878-2983; phone (301) 548-0150; fax to (301) 548-0149; send e-mail to sustain@iwla.org; or visit our World Wide Web site at http://www.iwla.org.

# Table of Contents


**Before You Begin** 2

**I. Workshop Planning**

Introduction 3
Funding 4
Workshop Committee and Leader 4
Participants 4
Facility 5
Suggested Agenda 6
Agenda 7
Registration 7
Press Release 8
Photographs 10
Materials Checklist 10
Planning Checklist 11

**II. Getting the Workshop Started**

Welcome and Introduction 13
Participant Sign-In Form 14

**III. Workshop Activities**

Activity 1: Postcards from Home 15
Activity 2: Community Innovations 17
Activity 3: Defining Elements 19
Activity 4: A Closer Look 28
Activity 5: Next Steps 31

**IV. Workshop Follow-Up**

Participant's Workshop Evaluation 32
Workshop Leader's Reporting Form 33

**Glossary** 34

**Selected Bibliography** 35

**Selected World Wide Web Sites** 36

## Before You Begin

In communities across the United States and around the world, people are increasingly concerned about how their towns and cities will be affected by economic, social and environmental changes. How will population growth and human migration affect communities that are the recipients, as well as those that are the senders, of people on the move? How will international trade agreements affect local industries? And how will communities maintain healthy ecosystems while struggling to balance human needs with ecological limits?

For many communities, there is a sense of urgency to begin a community planning process that draws on the collective experiences and wisdom of all its residents. Community sustainability is an organizing theme around which many such efforts currently are forming.

Community sustainability is cultivated in places where local residents pursue environmental stewardship, economic security, civic democracy and social justice as complementary goals. A fundamental requirement of community sustainability is ecological literacy: an understanding of the interrelated physical, chemical, biological, geological and evolutionary processes that shape and are shaped by the environment. Equally important requirements are knowledge and understanding of the range of economic, political and social issues and activities that drive and are driven by community development initiatives.

Community sustainability is cultivated in places where local residents pursue **environmental stewardship, economic security, civic democracy and social justice** as complementary goals.

Community sustainability requires a great deal of knowledge about where we live and work and requires broad participation among all stakeholder groups. How can it be successfully employed in small towns and large cities alike?

Community sustainability initiatives must start at the appropriate scale and level. This typically means that initiatives must begin by identifying and providing development and training opportunities for individuals and representatives of government, business and nongovernmental organizations who will become community sustainability advocates and leaders. These people will use their professional and social networks to reach out in ever-widening circles to the community at large. The goal of this process is to level the playing field among diverse stakeholder groups, to link previously isolated sectors and to optimize the opportunity for a successful communitywide process.

The Izaak Walton League of America has developed a series of publications to support the efforts of community sustainability advocates. "Pathways to Community Sustainability" was published first in 1995. In its current revision, it is the third in a series of five publications.

Together these publications are designed to build an understanding of the concept and community applications of sustainability and the processes through which communities can work together to build successful community sustainability initiatives.

For more information about the Izaak Walton League of America's Sustainability Education Project, or to receive other publications in the project's Conservation Issues Forum Series, write to the Izaak Walton League of America, 707 Conservation Lane, Gaithersburg, Md. 20878-2983; phone (301) 548-0150; fax to (301) 548-0149; send e-mail to sustain@iwla.org; or visit our World Wide Web site at http://www.iwla.org.

# I. Workshop Planning

## Introduction

This guide describes five activities through which community members can work together to apply sustainability principles to community development initiatives. It provides guidelines for organizing and conducting a six-hour workshop for 20 to 60 people.

Recognizing that not every community will use these materials the same way, "Pathways to Community Sustainability" is designed to be adaptable to your community's requirements. You can make the times for the activities longer or shorter, or even conduct the activities in a series of two or more workshops. Some of the activities can be left out completely, but careful attention should be paid to the activity sequence. The activities presented in this guide have been used successfully by League chapters and other organizations and ordered to help participants build the knowledge they need to address sustainability issues more successfully.

If invited participants are unfamiliar with the concept of sustainability, a pre-workshop briefing using activities from "Coming to Terms With Sustainability," "Community Voices for Sustainability" or "Community Sustainability: A Mini-Curriculum" may be presented prior to the event. The activities in these publications are designed to help participants construct an individual understanding of sustainability concepts and identify policies and practices that encourage and sustain citizen participation in a communitywide process. All three publications are available from the League's Sustainability Education Project.

## Funding

A critical first workshop planning step is determining the resources available to cover the expenses you likely will incur in the process of planning, conducting or following up on the workshop. Volunteer-run workshops for about 36 people, held in rent-free meeting spaces, may cost as much as $500 for printing, postage, office supplies and food. Donations from local businesses, nonprofit organizations or government agencies may be available to offset costs. In addition, donated services may cover photocopying, office supply and refreshment costs.

## Workshop Committee and Leader

The workshop may be organized and run by a single person. We recommend that the workshop organizer invite a number of volunteers representing other organizations or government agencies to help plan and run the workshop. In most cases, a member of the organizing committee can best serve as the workshop leader. If this workshop is one in a series, a committee that includes all or most committee members involved in earlier workshops is helpful.

The workshop leader's job is not to change or mold people's positions about a subject. The role of the leader is to facilitate the exchange of information, foster learning, keep the meeting within the allotted time period and organize the information to meet the needs of the group. Participants must be assured that their opinions can be aired and considered equally with all others.

## Participants

The workshop is designed for 20 to 60 participants. The workshop organizing committee should invite participants who are interested in sustainability and who represent a range of interests, experiences and expertise. Keep in mind that not everyone invited will be able to attend. It may take as many as 90 invitations to recruit 30 participants. Invitations by phone or in person best assure that people will attend the workshop. Written invitations or workshop announcements also may be used.

Participants may be any age. They may be individual community members or members of sustainability-focused groups; conservation organizations; civic, church and service groups; businesses; local government; colleges or schools. These people later may form a core leadership group that may initiate communitywide sustainability projects.

## Facility

Workshops should be held in a neutral location where no invited participants will feel uncomfortable or where any particular interest — such as environmental or economic development proponents — may dominate the workshop. Public meeting spaces are best. Possible locations for workshops include public libraries, local schools or colleges, or community centers.

Hold your workshop in a facility or room that is the appropriate size for the number of expected participants. The room should be spacious enough that participants have ample room to work, but not so large that they feel overwhelmed by open space. Seating arrangements are important. Chairs should be arranged so participants face one another. A circular or semicircular arrangement often works best.

The chosen facility should be able to accommodate audio-visual equipment. This means that access to electrical outlets and room-darkening window coverings likely will be important. Slide and overhead projectors also will require a projection screen. Having extra extension cords and spare projection equipment light bulbs on hand the day of the workshop will help prevent any last minute audio-visual problems. An audio recording system also may be used to record the workshop presentations and discussions.

All workshops will need large paper pads and colored marking pens to record participant responses and an area to display participant work. The display area should be in easy view of the participants.

If a meal or mealtime is included in your agenda, it is best to keep the participants at the workshop location. Mealtimes provide an important opportunity for people to get to know one another and exchange information. Whether participants bring food or a simple meal is catered (at low or no cost to participants), the facility should have an indoor dining area. If your workshop takes place on a good weather day, an outdoor dining area is another option.

Simple beverages and light refreshments — drinks and snacks — should be provided throughout the workshop. The facility needs to be able to accommodate or provide coffeepots, water heaters, beverage containers, serving tables and trash cans.

# Suggested Agenda

### Welcome and Introduction

Participants introduce themselves and the workshop leader explains the agenda. **Time: 15 minutes.**

### Activity 1: Postcards from Home

In this interactive plenary activity, participants identify and discuss community assets and issues central to community sustainability. **Time: 45 minutes.**

### Short Break

Refreshments, such as beverages and fruit or cookies, are served while participants take a break. **Time: 15 minutes.**

### Activity 2: Community Innovations

Three to five representatives of community-based and regional organizations, businesses, government agencies and institutions make presentations about innovative, on-going projects that promote sustainability and address issues of concern to local residents. **Time: 75 minutes.**

### Lunch Break

Participants dine together at the workshop site. Lunch may be provided by a local caterer or participants may bring bag lunches. **Time: 45 minutes.**

### Activity 3: Defining Elements

Participants examine five broad principles of community development that promote sustainability and work in small groups to identify elements that define the principles' characteristics in their community. **Time: 60 minutes.**

### Short Break

Refreshments, such as beverages and fruit or cookies, are served while participants take a break. **Time: 15 minutes.**

### Activity 4: A Closer Look

Participants work in small groups to describe the elements that define the principles of community development for sustainability. They also identify opportunities to enhance each of the elements, describing what actions may be taken and who needs to be involved. **Time: 45 minutes.**

### Activity 5: Next Steps

Participants evaluate the feasibility and potential impacts of each opportunity identified, create a list of high-feasibility/high-impact projects and set a time to meet and discuss these projects further. **Time: 45 minutes.**

## Agenda

Set the agenda about five weeks prior to the workshop so the schedule of activities may be included in workshop invitations and announcements. The suggested agenda on page 6 provides an outline for a six-hour workshop. Each activity is explained in detail in the pages that follow. The objective for each activity is stated briefly and the time allocated for each activity is estimated. The workshop leader may decide in advance that more or less time will be required to complete individual activities, that certain activities will be omitted or that additional discussion time will be needed between activities.

Participants should be given printed copies of the agenda, including a list of activity titles with a short description of each activity. The agenda should include actual start and stop times — for example, 8 a.m. to 8:30 a.m. — rather than the duration of the activities provided in the "Suggested Agenda."

An agenda — written in large letters on a big pad or poster board with start and stop times clearly marked — also should be posted in the front of the room.

## Registration

After completing the agenda, determine whether any participant fees will be needed to cover workshop costs (such as lunch or refreshments) and develop a registration form that will provide participants with workshop information and registration instructions. Registration materials should include a copy of the agenda and basic information about the following:

- What the event is;
- Where it will be held;
- When it will begin and end;
- Who will be sponsoring and running the workshop;
- Specific information about the workshop's goals and objectives; and
- How participants may register.

The registration materials may be mailed, faxed or e-mailed to potential participants. The materials also may be posted on sponsoring organizations' World Wide Web sites, printed in organizational newsletters or advertised through other media outlets, depending on the workshop's targeted audience.

The registration materials also should include a form for participants to complete and return to the workshop organizer. The form should be

designed to collect essential information about the participant, including his or her name, mailing address (home, business or both), e-mail address and daytime and evening telephone numbers. If participants will be representing businesses, organizations or government agencies, information about the participant's employer and volunteer organizations with which the participant is associated may be requested. If you are serving lunch and providing meal options (vegetarian, lowfat, etc.), provide a space where registrants may indicate if they will be having lunch and their meal preference.

Information from completed registration forms may be entered onto a computer database or organized in another way. A database has several advantages. It will aid in the production of nametags and lists of registered participants for on-site check-in and distribution to participants. The database also can be used to generate mailing labels for post-workshop follow-up reports or correspondence.

## Press Release

After completing the agenda and registration materials, develop a mailing list for members of the media you may want to make aware of or invite to attend your workshop. Develop a press release announcing your workshop to local newspapers, radio and television stations. You also may consider a press release to report about the outcome of your workshop.

Press releases have standard formats that should be followed.

The title, "For Immediate Release," should appear in the upper left corner of the press release. The day, month, date and year for release should appear below the title.

The upper right corner should include the heading, "Contact." Below the heading should be the names, telephone numbers and e-mail addresses of one or two people that media representatives may contact for additional information.

The headline should appear in the center of the page below the release date and contact information. The headline should be short and state the purpose of the press release. For example, a headline for this workshop may be "Citizens to Meet, Discuss Community Development."

Below the headline is the body of the press release. The first item to appear in the body is the dateline — the name of the city or town where the information originated. Following the dateline, the body of the press

release should be double-spaced for easy reading. Paragraphs should be short and easy to read and understand. Be sure to include basic information about the following:

- What the event is;
- Where it will be held;
- When it will begin and end;
- Who will be sponsoring and running the workshop;
- Specific information about the workshop's goals and objectives; and
- How media representatives may register to attend.

You may create a lead sentence or paragraph that connects a current community issue to the workshop topics. One page is the recommended length for most press releases. If your press release has more than one page, be sure to write the word more at the bottom of the first page. Type the symbols "###" at the end of the press release. This is the universal press symbol signifying the end of the release. Before mailing the release, proofread it to verify the accuracy of dates, times, addresses and other information.

**SAMPLE PRESS RELEASE**

FOR IMMEDIATE RELEASE:
*(day of the week, month, day, year)*

CONTACT:
*(first and last name)*
*(telephone number)*
e-mail: *(address)*

**Citizens to Meet**
**Discuss Community Development**

*(Dateline)* A community workshop scheduled for *(date and time)* will give citizens a chance to explore solutions to community issues ranging from *(key local issue or concern)* to *(another key local issue or concern)*.

The workshop, "Pathways to Sustainability," will be hosted by *(organization name(s))*. It will be held at *(place)*, located at *(street address)*, in *(city or town)*.

Workshop participants will include residents, educators, planners, community leaders, business leaders, government employees and elected officials. The workshop will explore the community's unique assets, examine strategies that may promote its long-term vitality, and identify measures that may be taken to enhance our quality of life, build economic security and protect the environment.

Local media representatives are invited to attend the workshop. To register, please call *(name)* at *(telephone number)* on or before *(registration deadline)*.

###

## Photographs

Activity 1: Postcards from Home requires about 15 – 30 photographs of local community-scapes. The photo set should represent a broad range of built and natural environments. For example, photographs of different housing types, commercial properties, public buildings, natural habitats, churches, transportation infrastructure, historic landmarks and cultural centers should be included.

A small group of workshop planners should determine which images to include in the photo set. With a limited number of images, every aspect of the community will not be represented. But the images should provide a general picture of the community. Workshop planners, local students, professional photographers or newspapers may be recruited to photograph or provide photographs of the identified community-scapes.

The photographs should be enlarged to at least 8 x 10 inches and mounted for easy hanging or tabletop display.

## Materials Checklist

Prior to the workshop, collect these supplies and copy the participant handouts for each of the activities.

- ❑ Participant Sign-In Forms (p. 14)
- ❑ Name tags
- ❑ Pencils
- ❑ Flip chart(s) with large paper or poster board
- ❑ Colored marking pens (10 or more)
- ❑ Masking tape
- ❑ Clock
- ❑ Pocket folders (one per person)
- ❑ "Postcards from Home" photographs (mounted for display)
- ❑ Principles of Community Sustainability (one set, preferably enlarged to poster size) (pp. 21 - 25)
- ❑ Participant Activity Sheets (copy one of each per person)
  - ❑ "Defining Elements" (p. 26)
  - ❑ "A Closer Look" (p. 29)
- ❑ Group Work Sheets (enlarge to poster size and copy 20 – 30)*
  - ❑ "Defining Elements" (p. 27)
  - ❑ "A Closer Look" (p. 30)
- ❑ Audio-visual equipment (as needed)
- ❑ Participant' Workshop Evaluation (p. 32)

* Note that participants also may transfer the column headings to a large sheet of paper if poster-size enlargements are not available.

## Planning Checklist

Complete these tasks SIX WEEKS prior to the workshop.

- ❑ Form a workshop organizing committee and select a workshop leader. Organizing committee members may be from a variety of local organizations, government agencies, businesses or institutions.
- ❑ Select a date, time and place for the workshop.
- ❑ Determine the number of participants you can accommodate.
- ❑ Identify major stakeholder groups in your community and identify members of non-governmental organizations, businesses, schools, and government agencies and offices you will invite. Enter their names and addresses on a computer database.
- ❑ Develop a draft agenda.
- ❑ Develop a draft budget for the workshop and identify members of the organizing committee who may approach local businesses or organizations for support.
- ❑ Identify and collect the photographic images needed for the "Post-cards from Home" activity.

Complete these tasks FIVE WEEKS prior to the workshop.

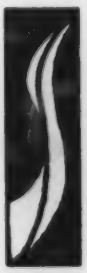
- ❑ Finalize the agenda.
- ❑ Identify and contract a food service provider (if a catered lunch is part of your program).
- ❑ Develop a final workshop invitation list.
- ❑ Determine whether members of the general public will be invited and develop a public service announcement if necessary.
- ❑ Reserve necessary audio-visual equipment, such as flip charts, slide or overhead projectors, and a projection screen.
- ❑ Identify local media outlets and contact people.

Complete these tasks FOUR WEEKS prior to the workshop.

- ❑ Mail invitations to identified participants.
- ❑ Schedule volunteers to help with workshop registration, refreshments, audio-visual coordination, set up and clean up, photography, and pre- and post-workshop press releases.

Complete these tasks ONE WEEK prior to the workshop. (It may not be possible to complete some of these tasks until just before the day of the workshop.)

- ❑ Collect participant reservations and compile a participant list.
- ❑ Print the agenda.
- ❑ Collect all items listed in the Materials Checklist.
- ❑ Prepare brief introductions to speakers who will be part of the "Community Innovations" panel presentation.



- ❑ Organize participant handouts in pocket folders.
- ❑ Make name tags for registered participants.
- ❑ Confirm all workshop volunteers, presenters and organizers.
- ❑ Prepare any necessary payments, such as those for a caterer or equipment rental. Confirm caterer and equipment.
- ❑ Prepare photographs for display (matting, dry mounting, etc.).

Complete these tasks THE DAY OF the workshop.

- ❑ Arrive early and set up the room, the registration area and refreshments.
- ❑ Make sure all audio-visual equipment is in place and in good working order.
- ❑ Make sure all volunteers, presenters and organizers are in attendance.
- ❑ Recognize workshop supporters, especially those who have provided funding or services.
- ❑ Follow the agenda. Stay on time.
- ❑ Invite participants to join your organizing committee to plan future activities or workshops.

Complete these tasks AFTER the workshop.

- ❑ Thank all volunteers, presenters, organizers and supporters.
- ❑ Write and send a brief article about the workshop's outcomes and identified next steps to local media. Include photos and identify the individuals pictured.
- ❑ Complete and return the Workshop Leader's Reporting Form (p. 33) to the Izaak Walton League of America, Sustainability Education Project, 707 Conservation Lane, Gaithersburg, Md. 20878-2983.
- ❑ Meet with the organizing committee to plan future activities or workshops.
- ❑ Prepare a mailing to participants outlining future activities or workshops and inviting their participation.

# II. Getting the Workshop Started

## Welcome and Introduction

Have all participants sign in on the Participant Sign-In Form as they arrive. Confirm those participants who have preregistered and paid any required fees. Collect any required fees from participants who have not registered in advance. Provide participants with name tags, pencils (if necessary) and a complete package of printed workshop materials, including copies of the agenda and activities.

The Welcome and Introduction should take about **15 minutes.**

### WORKSHOP LEADER DIRECTIONS

- Open the workshop by introducing yourself. State the purpose of the workshop and describe links the workshop may have to current or future community activities.

- Ask representatives of sponsoring organizations to introduce themselves and their organizations. If representatives of sponsoring organizations are not present, acknowledge their contributions.

- Direct the participants' attention to the printed materials in the folders. Briefly review the materials.

- Direct the participants' attention to the large, easy-to-read copy of the agenda displayed in the front of the room. Walk the participants through the agenda. Explain the objective of each activity. Indicate the time allotted for each activity. Make sure everyone agrees with the time schedule. If they don't all agree, have the group make and agree on any changes. Explain that you will use the agenda as a tool for keeping the meeting on time. Keep in mind that it may take several minutes to reconvene the group after breaks.

- Sometimes, complex issues may emerge for which the group agrees there is no quick answer. Indicate in advance that if you need to cut a discussion short to meet time limits, you will make a note of the point and may address it during "Activity 5: Next Steps" or another part of the workshop. Label a large sheet of paper "Points to Consider Further." Display the paper in the front of the room and record points on the sheet as needed during the course of the workshop. Some of the "Points to Consider Further" may provide the topics for further meetings or workshops.

# Participant Sign-In Form

**Please print clearly.** The information will be used to provide you with updates about community sustainability issues, activities and events.

Name _____

Company/Organization _____

Street Address _____

City _____ State _____ Zip Code _____

Daytime Phone (_____)_____ E-mail _____

Name _____

Company/Organization _____

Street Address _____

City _____ State _____ Zip Code _____

Daytime Phone (_____)_____ E-mail _____

Name _____

Company/Organization _____

Street Address _____

City _____ State _____ Zip Code _____

Daytime Phone (_____)_____ E-mail _____

Name _____

Company/Organization _____

Street Address _____

City _____ State _____ Zip Code _____

Daytime Phone (_____)_____ E-mail _____

Name _____

Company/Organization _____

Street Address _____

City _____ State _____ Zip Code _____

Daytime Phone (_____)_____ E-mail _____

# III. Workshop Activities

## Activity 1: Postcards from Home

This opening activity is designed to establish open communication among workshop participants and introduce residents' views about community identity, development, values and issues.

Photo analysis draws on the knowledge and observations of workshop participants. It provides an excellent starting point for identifying and discussing community issues. This activity should take **45 minutes**.

### WORKSHOP LEADER DIRECTIONS

- Prior to the start of the workshop, display the 15 - 30 photographs around the room. See page 10 for information about assembling the photo set. The pictures may be hung on walls or placed on tables around the room. Record the directions for each of the three parts of this opening activity on large pieces of paper or on a flip chart.

- Display the directions for the first part of the opening activity. Ask participants to walk around the room, examine the photographs and stand beside the photograph that represents or most looks like a place where they live, work or recreate. The photo need not be the exact place. A photo of a meadow, for example, may closely resemble a nearby state park where a participant enjoys going to hike. If a participant finds that he or she is alone beside a photograph, encourage him or her to find another image that most closely represents the kind of place where he or she lives, works or recreates. Once everyone has chosen a picture that has at least one other person beside it, ask participants to introduce themselves to the other people who have chosen the same image and talk about the characteristics of the photographed place. Ask them to describe the place's qualities, desirable and undesirable. Ask them to discuss the forces — from inside or outside the community — that may affect the place in the future. Take **12 minutes** to complete this task.

**Directions: Part One**

1. Stand next to the photograph that most looks like a place you live, work or recreate.
2. If you find yourself alone, move to another image that best fits the description.
3. Introduce yourself.
4. Describe the unique features or desirable qualities of that place.
5. Identify forces that may threaten the place's unique features or desirable qualities.

- Display the directions for the second part of the activity. Ask participants to walk around the room and stand beside the photograph that represents or most looks like a community-scape they would like to see changed in some way — expanded, improved, replaced or removed. If they find they are alone beside a photograph, encourage them to find another image that most closely represents a place they would like to see changed. Some participants may select the same photograph. Again, ask participants to introduce themselves, talk about the reasons these community-scapes should be changed and discuss the challenges of making these changes. Take **12 minutes** to complete this task.

**Directions: Part Two**

1. Stand next to the photograph that most looks like a place you would like to see changed.
2. If you find yourself alone, move to another image that best fits the description.
3. Introduce yourself.
4. Describe the changes you would like to see (expansion, replacement, removal, etc.).
5. Describe the obstacles that need to be addressed to initiate the changes.

- Display the directions for the final part of the opening exercise. Ask participants to walk around the room and stand beside the photograph that represents or most looks like a community-scape they would most like to see preserved. If they find they are alone beside a photograph, encourage them to find another image that most closely represents a place they would like to see protected. Again, ask participants to begin by introducing themselves and then discussing the attributes of these places and the challenges of preserving them. Take **12 minutes** to complete this task.

**Directions: Part Three**

1. Stand next to the photograph that most looks like a place you would like to see preserved.
2. If you find yourself alone, move to another image that best fits the description.
3. Introduce yourself.
4. Describe the unique features or desirable qualities of the place.
5. Describe the obstacles that need to be addressed to preserve the place.

- Close by explaining that understanding and appreciating the diverse values community members place on built and natural environments is fundamental to developing initiatives that promote community sustainability.

## Activity 2: Community Innovations

A community innovations panel is an effective way further to introduce your community to itself. It provides an opportunity to acknowledge positive examples of what communities in your region already have accomplished.

To organize a panel for the workshop, identify three to five local or regional organizations that have implemented innovative community sustainability initiatives that address issues of concern to local residents. Projects may focus on a particular issue but should address environmental, economic and social concerns in an integrated manner that respects environmental and social justice principles. Projects individually need not meet all these criteria, but could address the broad characteristics that promote community sustainability. The following are examples of community sustainability initiatives:

- Downtown revitalization projects that emphasize "green" business practices and jobs that provide a livable wage;
- Historic and natural habitat preservation programs that provide economic development opportunities for local, tourism-dependent businesses; and
- Affordable housing initiatives that preserve open space and are accessible to public transportation.

In addition, priority may be given to projects that involve community members in their design and implementation.

After identifying three to five projects that will spark participants' imaginations, recruit organizational representatives to make 10 to 20 minute presentations. Contact presenters by phone or in writing, but confirm their participation in writing. Provide them with a brief outline of what you hope they will discuss. Include a copy of the agenda, information about the time period when they are to speak and a map with directions to the workshop site (if necessary) with the confirmation letter. Encourage presenters to use visual aids like slides or blueprints, and confirm presenters' audio-visual needs in advance.

Plan the panel so that time is reserved for participants to ask the panelists questions after all the presentations are complete.

This activity should take about **75 minutes**.

## WORKSHOP LEADER DIRECTIONS

- Prior to the workshop, confirm that the necessary audio-visual equipment is in place, is in good working order and is ready to use (projectors have been focused, etc.). Meet with the panelists to agree upon some way to signal "two minutes to finish up" without disrupting the panelist's presentation. Holding up a small card works well.

- Begin this activity by introducing the topics you have asked the panelists to address. Describe the order of the presentations, the amount of time each panelist will speak and the amount of time allocated at the end for participants to ask the panelists questions.

- Begin by providing brief biographical information about the first panelist. Take notes about the key information presented by the panelist to help you facilitate the question period at the end. Introduce each additional panelist the same way, taking similar notes about each presentation.

- When panelists have completed their remarks, note the time remaining for questions. Invite participants to ask questions. Help by repeating participant questions so that everyone in the audience clearly hears the questions.

- Conclude by thanking the panelists.

# Activity 3: Defining Elements

Through community sustainability initiatives, people across the country are seeking to address economic, social and environmental issues in an integrated way. Central to promoting sustainability is the development of principles to guide community development goals.

After looking at community sustainability initiatives around the United States, the President's Council on Sustainable Development's Sustainable Communities Task Force in 1996 identified 10 goals that may be used to guide community sustainability efforts. These principles provide a set of guidelines people may use to develop specific goals for their community.

Five principles of community sustainability are offered in this exercise. Defining elements for each principle are included. The defining elements have been compiled from community profiling and community sustainability goal-setting processes around the United States.

The object of this activity is to introduce five general principles of community sustainability, to present examples of elements other communities have used to provide a community-based context for the principle, and to have participants describe elements that define the principles for their community.

The principles of community sustainability and examples of defining elements from other communities are adapted from work by: The President's Council on Sustainable Development, Sustainable Communities Task Force; Burlington Principles of Sustainable Community Development, Institute for Sustainable Communities; National Civic League; the Cooperative Extension System; Tufts University's Center for Environmental Management; the Institute for Community Environmental Management; and the Local Government Management Board.

This activity should take about **60 minutes**.

## WORKSHOP LEADER DIRECTIONS

- Begin this activity by explaining the origin of the five Principles of Community Sustainability.

- Ask participants to form five small groups. This may be accomplished by asking participants to count off from one to five and then join the group with their number. Each group should be assigned a meeting place. The meeting places may be within the main meeting room or in smaller, breakout rooms. If groups are small and breakout rooms are large, more than one small group may meet in each breakout room. The organizational components of this activity should take about **five minutes.**

- Assign each small group one of the five Principles of Community Sustainability. Distribute a copy of the assigned Principles of Community Sustainability sheet and several (four to six) copies of the "Defining Elements" group worksheet to each group. Ask participants to remove the Defining Elements participant activity sheet from their folder. Explain that after members of the small groups relocate to their assigned meeting places, they first should use **two minutes** to read independently the principle description and defining elements examples and take **three minutes** briefly to discuss the principle and defining elements with other small group members. Then ask groups to follow the Directions for Small Group Discussion at the bottom of the participant activity sheet. Small groups will have **35 minutes** to complete the task.

- Ask each of the recorders to report briefly about his or her small group's discussion — about two to three minutes per group. It should take about **15 minutes** for all groups to report back. Display each group's work in the front of the room.

# Community sustainability requires social equity and community empowerment.

This means that community members are knowledgeable about how their communities work and they participate — together with policy makers, businesses, organizations and other community members — in open and democratic decision-making processes that promote long-term economic, environmental and social well-being. Community members all have equal opportunities to achieve lives of quality and dignity.

**Defining Elements:**
**Examples from Other Communities**

- There are community-wide forums and public meetings to discuss and resolve community and regional issues.
- Community service and volunteerism are promoted and recognized.
- Social and cultural diversity are respected and celebrated.
- Balanced and adequate information about community issues and events is provided and accessible to everyone in the community.

# Community sustainability requires integrated land use designs and transportation systems.

This means that policy makers, businesses, organizations and individuals involved in the design and revitalization of communities seek local and regional cooperation to reduce sprawl, preserve open space and historic resources, protect remaining natural ecosystems, restore degraded ecosystems, use land and infrastructure efficiently, increase mixed-use and mixed-income development, improve energy-use efficiency, eliminate pollution, enhance communication technologies and improve access to jobs, services and recreation.

**Defining Elements:**
**Examples from Other Communities**

- The community's development plans and designs consider regional solutions to infrastructure needs.
- The community has a plan for financing, maintaining and, when needed, expanding its public facilities.
- The community provides efficient access to shopping, employment and recreation areas.
- The community provides optimal opportunities for safe pedestrian and non-motorized bicycle travel.

# Community sustainability requires a literate and well-trained workforce and a vibrant economy.

This means that all people achieve full literacy and have opportunities for continuing education and training for jobs; that all people have access to meaningful employment opportunities; and that policy makers, businesses, organizations and individuals promote economic development that enhances and preserves the natural environment and community culture.

**Defining Elements:**
**Examples from Other Communities**

- The community includes a variety of businesses, industries and institutions that are environmentally sound, financially viable and provide reasonable wages and benefits to workers.
- Residents are encouraged to patronize community-owned businesses to enhance the multiplier effect of locally circulating dollars.
- Everyone is literate and possesses the skills and knowledge to secure meaningful employment in the work force.
- School planning adequately meets local and regional educational needs.

# Community sustainability requires environmentally sound technologies.

This means that policy makers, businesses, organizations and individuals promote the development, utilization and transfer of environmentally sound technologies for economic and human development. Technologies must improve efficiency and eliminate pollutants associated with energy production and use, transportation, manufacturing, information transfer, construction, agriculture and natural resource management. Technological confidence must recognize the limits of human knowledge.

**Defining Elements:**
**Examples from Other Communities**

- Businesses, industries and institutions aim to eliminate waste and emissions.
- The community is not dependent on nonrenewable natural resources and uses renewable resources at rates at which they naturally are replenished.
- New technologies are applied conservatively and carefully monitored for unanticipated outcomes.
- Remediation of negative environmental and social impacts of polluting technologies and production processes is a high priority.

# Community sustainability requires safe and healthy places for everyone to live, work and recreate.

This means that policy makers, businesses, organizations and individuals work to ensure that all people live without fear of personal violence; that everyone has access to safe and affordable food, water, shelter, health care and fuel; and that all environments in which people live, work and recreate are safe, clean and pleasant.

**Defining Elements:**
**Examples from Other Communities**

- All community members live without fear of personal violence or persecution.
- All community members have access to food, water, shelter, health care and fuel at a reasonable cost.
- Employers provide a safe and healthy environment.
- The community's water supplies are safe and used efficiently.

## Directions for Small Group Discussion

As a group, take a moment to review the principle your group has been assigned.

Take **five minutes** individually to think of elements that show how the principle is working in your community. Record at least two of your ideas.

Take **five minutes** individually to think of elements your community may develop to support or promote the principle. Record at least two of your ideas.

When everyone has completed writing his or her defining elements, select one person to record and later report the group's responses.

Group members should take turns introducing their defining elements — those elements that already exist, as well as those that do not yet exist. The recorder should write the elements on the large worksheet in the column labeled "Defining Element." This should take about **10 minutes**.

Once all the elements are listed, the group should go back and review them. Decide whether the element is "already happening," "happening somewhat," or "not happening" and place the appropriate check mark in the column below the heading. Then add any additional notes, thoughts or comments about the defining element. Be brief — each element will be explored in greater detail in the next activity. Take about **10 minutes** to complete this part of the activity.

# Group Worksheet
## Defining Elements

| Defining Element | ✓ Already Happening | ✓ Happening Somewhat | ✓ Not Happening | Notes, Thoughts and Comments |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

## Activity 4: A Closer Look

In the next exercise, participants will examine more closely the defining elements. They will create an inventory of examples of programs and projects currently underway that work toward the defining elements described in Activity 3: Defining Elements. They will identify actions that may be taken to initiate or enhance efforts to promote the defining elements. Finally, they will identify policy makers, businesses, organizations and community members needed to take action.

This activity should take **45 minutes.**

### WORKSHOP LEADER DIRECTIONS

- Ask participants to form new small working groups by choosing the set of defining elements, generated by any one of the earlier small groups, that they would like to examine more closely. Participants may choose to work with the set of defining elements they worked on in the previous exercise. Ask the newly formed small groups to take the "Defining Elements" group worksheets along with the same number of "A Closer Look" group worksheets back to the small group breakout area(s).

- Ask groups to follow the Directions for Small Group Discussion.

- Ask small groups to rejoin the large group to receive brief instructions for the final task.

- It should take about **45 minutes** for this exercise.

## Directions for Small Group Discussion

Begin by taping the "A Closer Look at Defining Elements" worksheets alongside the "Defining Elements" worksheet.

Part 1. Refer to the list of defining elements completed during the previous exercise. Examine each defining element one at a time.

- If the group decided the defining element already was in place, give a good example. Tell where the element is happening and who is working on it. Include specific policy makers, businesses, organizations, government agencies and individuals.

- If the group decided the element was happening somewhat or not at all, explain what can be done and who needs to be involved to make the element happen. Include specific policy makers, businesses, organizations, government agencies and individuals.

- If the group decided the element is already happening, but your group thinks it can be enhanced further, explain what can be done and who needs to be involved to enhance the element. Include specific policy makers, businesses, organizations, government agencies and individuals.

Record you responses on the large worksheet. Take about **30 minutes** to complete this part of the exercise.

Part 2. As a group, review the ideas in the "What can be done?" column. Examine each idea one at a time.

- Decide if the proposed action can be implemented easily and if it has a reasonable chance of success. Put a "+" beside the action if it is feasible and a "-"beside the action if it is not feasible.

- Then decide if the action would benefit a high percentage of community members and be a major conservation and economic development achievement. Put a "+" beside the action if it will have a high impact and a "-" beside the action if it will have a small impact.

Use a colored marker to highlight those proposed actions that are both highly feasible and have a potentially high impact. Prepare to report these to the large group. Take about **15 minutes** to complete this part of the exercise.

# Group Worksheet
## A Closer Look

| If the defining element is in place: | | | If the defining element is not in place or can be enhanced: | |
|---|---|---|---|---|
| Give a good example. | Where is it going on? | Who is working on it? | What can be done? | Who needs to be involved? |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Fold this edge under and tape it alongside the "Defining Elements" group worksheet.

## Activity 5: Next Steps

Helping participants decide what they may do next is a critical element of this workshop. The group of people attending the workshop may decide collectively to engage in a follow-up activity. What is more likely to occur is that new alliances among individuals, private organizations, business and government agencies may emerge or existing ones may be strengthened. The new or enhanced working groups may identify and address specific issues or projects that promote community sustainability.

The final workshop exercise is designed to identify potential action projects that participants or groups of participants may pursue after the workshop has ended. As a possible follow-up, participants may use information in the League's "Monitoring Sustainability in Your Community" publication to develop indicators to measure progress toward community sustainability.

This exercise should take **45 minutes**.

### WORKSHOP LEADER DIRECTIONS

- **Ask small group recorders to report and discuss each action they** rated as high impact and high feasibility. Record proposed projects on a large paper pad labeled "What's Next?"

- Some groups finalize this portion of the workshop by forming a small working group. Members of the working group agree to meet within five days, review the proposed actions, examine the participants' evaluations and report back to the entire group by mail with a synopsis or compilation of workshop results and a "What's Next?" plan.

- As participants complete this final workshop activity, ask them to complete the Participant's Workshop Evaluation. Remind participants that they may express additional ideas about what the group may do next on the evaluation form.

- **Close the workshop by again thanking participants and workshop organizers.**

# Participant's Workshop Evaluation

1. On a scale of one to five (one = poor and five = excellent), how would you rate the overall workshop?

2. Which parts of the workshop were strongest?

3. Which parts of the workshop were less effective? How could they be improved?

4. Were there missing pieces of information?

5. How would you change the agenda?

6. Who else needs to be involved in this core group of sustainability advocates?

7. What do you see as your personal role?

8. What "next steps" should this group consider?

9. Anything else you'd like to tell us?

# Workshop Leader's Reporting Form

## Workshop Leader Information

Name _____

Organization _____

Address _____

City _____ State _____ Zip Code _____

Daytime Phone (_____) _____

## Workshop Information

Workshop Site _____

City _____ State _____

Date _____ Time _____

Number of Workshop Participants _____

### Audience

Describe the kinds of organizations and interests the participants represented.

### General Audience Feedback

Comments about audience response to activities, materials and interesting or unusual participant remarks.

### Workshop Leader Feedback

Comments about agenda, activities and materials, and suggestions for improvement.

### Outcome

What do you think will happen as a result of the workshop?

Please return to the Izaak Walton League of America, Sustainability Education Project, 707 Conservation Lane, Gaithersburg, Md. 20878-2983. You also can fax this form to (301) 548-0149.

# Glossary

**capacity building processes:** opportunities to gain information and experience that improve citizens' ability to do something

**civic democracy:** the practice of democracy at the municipal level where an active and engaged citizenry is the primary source of political power

**community sustainability:** the goal of a system of development cultivated in places where people pursue environmental stewardship, economic security, civic democracy and social justice as complementary goals

**consensus:** an agreement among people

**conservation:** the controlled use and protection of natural resources

**ecological literacy:** knowledge about the local and global environmental impacts of economic and social systems and understanding of the methods to address these impacts

**ecological renewal rate:** the amount of time required to regenerate a renewable natural resource or restore and stabilize biological, chemical or physical conditions altered by use or pollution

**education about sustainability:** the interdisciplinary use of civics, science, political science, geography and other traditional disciplines to advance environmental protection, economic security, civic democracy and social justice as complementary goals. Education about sustainability is a lifelong process that emphasizes systems thinking, partnerships, multicultural perspectives and citizen empowerment.

**environmental justice:** the act of making decisions that have just and equitable environmental consequences

**green technology:** methods of production and construction that waste no natural resources

**social justice:** the act of making decisions that have just and equitable social consequences

**sustainable development:** development that meets the needs of present generations without compromising the ability of future generations to meet their own needs

**sustainability:** a state defined by desired social and economic conditions, governed by population size and the limits of ecological systems, achieved by meeting equitably the needs of current and future generations without a net loss in environmental integrity

**stewardship:** responsibility for the management of environmental, economic and social factors

# Selected Bibliography


**Books**

Bruning, Nancy and Woodbridge, Sally, "Blueprint for a Sustainable Bay Area," Urban Ecology, Berkeley, Calif., 1996.

International Council for Local Environmental Initiatives, "The Local Agenda 21 Planning Guide: An Introduction to Sustainable Development Planning," International Council for Local Environmental Initiatives, Toronto, Ontario, Canada, 1996.

Muschett, F. Douglas, ed., "Principles of Sustainable Development," St. Lucie Press, Delray Beach, Fla., 1997.

President's Council on Sustainable Development, "Sustainable America: A New Consensus," President's Council on Sustainable Development, Washington, D.C., 1996.

President's Council on Sustainable Development, "Sustainable Communities Task Force Report," President's Council on Sustainable Development, Washington, D.C., 1996.

Roelofs, Joan, "Greening Cities: Building Just and Sustainable Communities," Bootstrap Press, New York, N.Y., 1996.

Roseland, Mark, ed., "Eco-City Dimensions: Healthy Communities, Healthy Planet," New Society Publishers, New Haven, Conn., 1997.

Theobald, Robert, "Reworking Success: New Communities at the Millenium," New Society Publishers, Stony Creek, Conn., 1997.

Walter, Bob; Arkin, Lois and Crenshaw, Richard, eds., "Sustainable Cities: Concepts and Strategies for Eco-City Development," Eco-Home Media, Los Angeles, Calif., 1992.

**Articles/Booklets**

Clark, Susan, "Grantham Community Profile Report," Upper Valley 2001 & Beyond, P.O. Box 45, Taftsville, Vt., 1995.

Gage, Jeanne and Harker, Don, "Communities by Choice: An Introduction to Sustainable Community Development," Mountain Association for Community Economic Development, 433 Chestnut St., Berea, Ky., 1997.

Maughan, Janet, "Sustainable Communities: An Idea Whose Time Has Come?" Wingspread Journal, Volume 18, Issue 2, Spring 1996.

Meadows, Dennis and Seif, Amy, "Creating High Performance Teams for Sustainable Development: 58 Initiatives," University of New Hampshire, Durham, N.H., 1995.

**Video**

Thomas, Richard, Producer, "Planet Neighborhood," Bullfrog Films, Oley, Pa., 1997.

## Selected World Wide Web Sites

**Center for Neighborhood Technology** — a nonprofit organization that promotes public policies, new resources and accountable authority that support community sustainability. http://www.cnt.org

**Center for Policy Alternatives** — a nonprofit public policy and leadership organization that links elected officials with private and non-profit sector leaders in the search for community-based solutions that promote sustainability. http://www.cfpa.org

**Center of Excellence for Sustainable Development, U.S Department of Energy, Office of Energy Efficiency and Renewable Energy** — a government initiative that provides workbooks, bibliographies, databases, case studies and model codes and ordinances to help communities design and implement innovative strategies that enhance local economies and promote sustainability.
http://www.sustainable.doe.gov/

**Community Environment Council** — a nonprofit research, policy and education organization promoting new technologies relating to waste management, renewable energy and ecological gardening.
http://www.grc.org/cec

**Global Action and Information Network** — a resource for communities and individuals addressing environmental and sustainability issues. http://www.igc.apc.org/gain

**Global Cities Project** — an initiative of the nonprofit Environmental Policies Center that provides communities with tools and assistance to promote sustainability. http://www.globalcities.org

**International Council for Local Environmental Initiatives** — a clearinghouse of reports about sustainable development projects and practices for local governments. http://www.iclei.org

**Izaak Walton League of America** — a nonprofit grassroots conservation organization committed to the protection of the nation's soil, air, woods, water and wildlife. http://www.iwla.org

**Joint Center for Sustainable Communities** — a project of the National Association of Counties and the U.S. Conference of Mayors that supports local elected officials' efforts to promote sustainability.
http://www.usmayors.org/sustainable/

**Pew Partnership for Civic Change** — a nonprofit foundation sponsoring a national initiative committed to community building, especially in smaller cities in the United States.
http://www.cpn.org/sections/affiliates/pew_partnership.html

**President's Council on Sustainable Development** — a presidential council addressing a broad range of sustainable development issues. http://www.whitehouse.gov/PCSD

**Sustainable Communities Network** — a network of organizations that encourage the exchange of information about community sustainability and case studies of successful community projects.
http://www.sustainable.org

**Urban Ecology** — a nonprofit organization supporting and participating in the development of ecologically healthy and socially vital cities and towns. http://www.best.com/~schmitty/ueindex.shtml

**U.S. Environmental Protection Agency's Storefront of Community Environmental Tools** — a government agency service providing information about community management, land planning, environmental protection and ecological restoration. http://www.epa.gov/ecosystems/storefront/welcome.html

The Izaak Walton League of America is a national conservation organization founded in 1922. Its members conserve, maintain, protect and restore the soil, forests, water and other natural resources of the United States. League members also promote means and opportunities for public education about these resources, their enjoyment and utilization.

*Printed on recycled paper in the United States of America.*

THE IZAAK WALTON LEAGUE OF AMERICA
The Izaak Walton League of America
707 Conservation Lane
Gaithersburg, MD 20878-2983
(301) 548-0150
http://www.iwla.org

Non-Profit Org.
U.S. Postage
PAID
Arlington, VA
Permit No. 517

9*24**********ALL FOR ADC 430
CAROL E. LANDIS
ERIC/CSMEE
1929 KENNY RD
COLUMBUS OH 43210-1015